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ABSTRACT

From March 8 to March 11, 1989, student schedules at Lake Region High School in Bridgton, Maine were replaced by Soviet Union culture and history classes. The project was called "Focus: Soviet Union," and was intended as only the first of a series of International Education Days designed to increase United States understanding of other cultures through global education. The varied activities of the program included workshops featuring students from the Soviet Union and exploring diverse aspects of Russian life, culture, and history, as well as a panel on changing perspectives of the Soviet Union by political leaders from the United States and the USSR. Student reactions to this educational experience, a detailed discussion of strategies employed to set up the symposium, and descriptions of its various components, activities, and outcomes, form the contents of this document. Copies of all working papers related to the project are appended: they include a proposed International Education Day budget, an agenda of workshops, project registration forms, press releases, student questionnaires, and an evaluation form. (NL)

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INTERNATIONAL EDUCATION - - FOCUS: SOVIET UNION

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Paper Presented
to the
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INTERNATIONAL EDUCATION-- FOCUS: SOVIET UNION

Come and let us work your imāgination:

Imagine if you will a rural Maine high school brimming over with interdisciplinary activities, all of which are focusing on the Soviet Union: its people, its multiple cultures, its languages, its folklore and its emerging relationships with the United States. Upon closer examination of the imagined generic high school, you discover students, educators and community members participating in simultaneous seminars, workshops and performances over a four day intense study of the Soviet Union. You also discover debates, lectures, free discussion, Russian language study, video presentations, weaving of Soviet and American wool, and countless opportunities for intellectual sharing about a country often lost in the obscure dark visions fostered in the 1950's.

These musings are a significant challenge for one's imagination but they represent some of the slices of reality experienced by students, staff, community members, and visiting educators at Lake Region High School in Bridgton, Maine from March 8 through March 11, 1989. This paper will first review some of the components of Lake Region's international education events with a focus on March 10, 1989, a day in which student schedules were replaced by: Soviet Union culture and history classes that were taught by professors from across America; panel discussions featuring visiting students from the Soviet Union; an evening of musical entertainment, dining and a panel presentation of changing perspectives of the Soviet Union by political leaders from the USSR and from the US. Included in the review will be student reactions to the educational experiences and a discussion of strategies employed to facilitate the symposium. Secondly, this practicum will present some of the lessons learned about

organizing a major symposium on the high school level. And finally, throughout the paper, I present some of my conclusions and reactions to the international education experience and to the role leadership plays in the formulation of a major symposium.

A NEW LIGHT SHINES

It was Leo Tolstoy who was so fond of quoting the biblical expression, "The light shineth in the darkness and the darkness comprehendth it not." For me, the Soviet Union symposium had its earliest light when I began thinking that it might be nice to host what I was prone to call "Russian Day" at Lake Region High School, a part of SAD #61 representing the towns of Casco, Naples, Sebago and Bridgton, Maine. The original vision included a school day transformed into mini-workshops that might focus on components of the Soviet culture. But as I approached educators, community leaders and Maine citizens who had ties to the Soviet Union, it soon became clear that the focus would, and should, broaden in scope. In a real sense Tolstoy's light was indeed penetrating into the darkness of my own soul, and I wanted to share my new and improved vision of our Soviet friends with all of southern Maine.

I began the Russian Day project in earnest early in the summer of 1988. Many doors were opening as I traveled across the state of Maine and my clear goal to bring to my students and to my school district a better understanding and compassion for the Soviet people and their culture began to focus.

It was a photograph of the earth as taken by an American astronaut which changed my thinking about living on this planet and my thinking about the invisible boundaries we have built between ourselves. The concept that we are a global people inhabiting one earth and that there are no boundaries, save those

artificially created by man, is difficult for people to perceive. (Even more difficult is drawing the significance of the perception.) Dostoyevsky said that there is a "private space" that we all inhabit, and I believe that because we live in this space with our personal guilts, it is most difficult to reach out to others, as it is an act often perceived as invasion into personal space. This personal dilemma has become a metaphor for our international mistrusts and as an educator I felt obligated to help students work through the issues created by an environment of artificial boundaries, international and interpersonal. Thus the Focus: Soviet Union project was initiated. An opportunity for my students and for the people of southern Maine to reach out vicariously into the space occupied by the Soviet people was set in motion.

SUMMER OF FRUSTRATIONS

I will remember my earliest days of this project as especially frustrating and annoying. I began my search for success with an appeal directly to our district superintendent and to the high school principal. I shared my vision of an international education experience that would involve almost all components of SAD #61 and both individuals shared my enthusiasm. I was given conditional approval to pursue the project with the understanding that I would report back to school officials as the program took shape.

I suppose that any project of this magnitude is going to create frustrations, but who could have predicted that I would be physically removed from a local SAD #61 market for soliciting funds to host a Focus: Soviet Union symposium? Through the months of July and August, I made personal contact with nearly one-half of the business leaders in SAD #61 and it was not uncommon to hear these people challenge my right to "cram communist ideas down the throats of our young

people," as one rather articulate community member put it. But even more often I heard from community leaders who clearly perceived a growing need for global understanding as it might be promoted in a public forum.

The financial support in the form of pledges from community leaders developed ever so slowly, but an interesting thing occurred during my many hours with business people in my district: virtually everyone had suggestions to make that either helped me to think about the utilitarian components of the adventure, or that facilitated a network with southern Maine individuals or groups who might help me to make the symposium more diverse.

During these days of fund raising and garnering of community support and consciousness raising, I learned to ask the right questions. I also learned to accept the lable "red" or the lable "communist" from those who were less supportive of the project. But most of all I learned to feed off the energy and ideas provided by those community people who shared my vision of global understanding, albeit understanding only a step at a time. Let's look now at a few of the good suggestions which lead to further networking and contacts and inevitably to some of the most exciting elements of Focus: Soviet Union and its fruition.

COMMITTEE FORMULATION

On a sultry day in August, 1988, I staggered into the office of the local newspaper, "The Bridgton News," to make yet another appeal for financial support of this project. My weariness must have been obvious to our local reporter Mike Corrigan as he suggested that I establish a committee to organize the specific components of the Russian Day events. Naturally, the thought had already crossed my mind but Mike's suggestion validated what I believed to be an essential

ingredient to my recipe for success. But, even so, it felt like a great burden had been lifted from my shoulders and I began to articulate my concern for the delegation of responsibilities as the project's complications became more evident.

Mike Corrigan became the first person to agree to be a member of the Focus: Soviet Union Committee. Throughout the developing stages of the project, Mike's periodic stories, columns and editorials fostered a sense of appreciation and awareness for the diverse program. Mike had his ear to the business community at large and his reporting gave assurances of a quality cultural event that was going to take place in the local high school. The advantages of having a media representative as part of the steering committee soon became obvious. (See appendix)

One can't be too careful in the selection of committee members and after considerable deliberation and consultation my committee was formed:

1. One local newspaper reporter
2. Adult Education Director
3. Assistant Principal of the Lake Region High School
4. Curriculum Coordinator for SAD #61
5. Music Director for SAD #61
6. Assistant Librarian at Lake Region High School
7. Former Superintendent for SAD #61
8. A SAD #61 School Board member
9. One Lake Region High School secretary
10. One Community member
11. Two students of Lake Region High School.

Ideally each member of the Focus: Soviet Union Committee was to have served a specific function. (See Fig. 1.) For example the former Superintendent was chosen because he now works in Augusta and I anticipated political ties that he might help us to make as the program developed. In fact within a week subsequent to the first committee meeting, I was in Augusta with the former Assistant Superintendent meeting with officials from the Department of Economic and Community Development to discuss financial issues surrounding Focus: Soviet

Union.

My mistake in the first two committee meetings was that I never articulated why I wanted each individual to serve on the committee. I wanted the School Board member to be liaison to our highest policy making group, and I wanted the Assistant Principal to initiate clear and effective communication to the staff and administration throughout SAD #61. And I hoped that our Curriculum Coordinator would be a trouble-shooter for all of the event's components. The committee's student representatives were to be a link to the student body while the community member, also active in the Educators for Social Responsibility, was my link to the public. The Adult Education Director and the Music Director were chosen because they are energetic and articulate, but more importantly, because they would serve to facilitate the performances that would be staged as part of Focus: Soviet Union. No one member was chosen at random, but it wasn't until the third committee meeting that I clearly identified the roles that I anticipated each person would play. I learned at this juncture not to make assumptions about anything or anyone. From this point, in fact, I became very candid and frank about the immensity of the symposium with everyone concerned.

During the many stages of this project, committee members were frequently critical of those who missed committee meetings. In truth though, I knew that each individual was doing his/her part as I was maintaining frequent contact with each member. I did not then, nor do I now, feel it necessary to make excuses or to cover for an individual's absence. I often felt that the committee was too large for me to maintain constant control, but this thinking presumed that each member would not do his/her professional best to bring together assigned components. In fact I often found myself following up on committee member's responsibilities, but I now see that activity as one of the necessary adjuncts to leadership; i.e. - a committee member doesn't complete a contractual arrangement

Fig. 1. STRATEGIES FOR COMMITTEE FORMULATION

1. Secure a broad base of support by selecting committee members from a diverse group of school and community individuals.

2. Keep accurate records of committee meeting activity and make minutes available soon after each meeting. (See appendix)

3. Publish meeting agendas at least five days in advance of the meetings.

4. Insure that each meeting has some social time for the membership.

5. Designate specific responsibilities for each committee member very early in the planning stages.

6. Treat committee members with professional respect

7. Maintain an up-to-date list of addresses and telephone numbers of committee members and make the list available to the membership.

8. Sustain frequent, friendly and consistent communication with committee members.

9. Facilitate a network of communication within the committee where specific responsibilities overlap and interconnect.

10. Insure increased involvement of committee members into the final events; i.e. - hosting, introducing, presenting, dealing with the press, etc.

11. Give frequent ownership of the project to committee members through the press or within the environment of the final program.

12. Ask your committee members for advice, frequently!

13. Anticipate some level of professional animosity and allow criticism to surface and be discussed.

14. Provide frequent perks!! Be creative. Ice cream perhaps? A trip together?

15. Always have fun maneuvering the responsibilities.

on schedule and I am forced to intervene in the process; I am doing my job of keeping the committee focused on Focus. The lesson here is one of professionalism. If I believe in the quality of my committee, then I must believe in their ability to follow through with that part of the program that they own.

PEACE FLEECE CONNECTIONS

Despite the obvious and inevitable ideological hairsplitting that develops from the formation of a very diverse committee, each member of my group worked with me to continue the networking into the southern Maine community with individuals who were interested in Soviet studies. One of the most effective and important connections made during the early stages of the project was with the Soviet American Woolen Cooperation, commonly known as Peace Fleece and located in Kesar Falls, Maine. The initial connection came as a result of a meeting with a committee member who is very active in Educators for Social Responsibility and with her husband who is the President of the southern Maine chapter of the Physicians for Social Responsibility. Both of these individuals subsequently made presentations representing their specific affiliations on Focus: Soviet Union Day, but oddly enough, their most significant contribution was the tie each helped me to make with Mr. Peter Hagerty, director of the Peace Fleece organization.

Some pieces of a project's network will lead to dead ends while others bring incomprehensible avenues for pursuit to the process. Mr. Peter Hagerty was one of the latter. Through the sounds of cereal crunching, despite its being soaked in goat's milk, Peter and I reviewed the complications of the Focus: Soviet Union project for the first time early one foggy August morning and avenues

opened before us.

Peter's farm is surrounded by a dark forest, a field full of sheep and a pervasive sense of renewal. Peter and his wife Marty are farmers, but their farm is only the root of a larger world-wide organization which sells and promotes peace. For their part, Peter and Marty blend 50% American wool and 50% Soviet wool to make Peace Fleece, which they sell around the world. While Communist ideology emphasises collectivism, which means that there should be harmony between individual and collective interest, Peace Fleece seeks to extricate the notion of personal gain from its business venture while promoting the philanthropic. The blending of Soviet and American wool is more than collective and contrasts with the extreme individualism typical of Americans. The blending of the wool is more a metaphor than it is a reality. It is a physical metaphor for a husband and wife's efforts to do something about a faltering relationship between two countries.

My plan for a Focus: Soviet Union Day received a great burst of energy from Peter Hagerty. Peace Fleece became an organization to which I would be indebted for the duration of the project. Peter brought a richness to the program which I think any good leader must seek and enjoy. His contributions were emotional, spiritual, political, aesthetic, but most of all, humanistic. Between August, 1988, and March, 1989, a series of events connected to the Peace Fleece organization unfolded:

A. Closed Zones - Whenever one embarks upon an adventure into the relative unknown, there are going to be surprises, and more surprises. During our first meeting, Peter explained to me that there are reciprocal agreements between the Soviet Union and the United States which prevent travel by Soviet officials into parts of the United States and by American officials into parts of the Soviet Union. Cumberland County, Maine, has been labeled as one of the closed zones

for Soviet officials visiting Maine. I had indeed heard about this political maneuvering before, but Peter was making it clear to me that the policy would preclude any further pursuit of some prospective presenters that I had in mind. In fact, he warned that it would be difficult to arrange for a Soviet student panel discussion that we had planned for Friday, March 10, 1989.

It appeared during the first meeting with Peter that throughout the project, I would be combating the ideological components of a system gone mad. But, I would have none of it and vowed to plod ahead with plans to bring Soviet Citizens to Lake Region High School. Again I learned that with a strong sense of purpose and support from the growing network, I would be able to overcome mounting obstacles. To do otherwise would be falling into the isolationist trap that often produces apathy, complacency and acceptance.

Over the ensuing months I was able to secure the help of University professors in Russian literature and language study to bring Soviet students to Lake Region. Students from Colby College, Bowdoin College, and Bates College participated in the Focus: Soviet Union activities. While focusing on the new openness now evident—in the Soviet Union, the visiting students made their most valuable contribution during a panel discussion when they admonished audience members for referring to all of them as Russians when in fact three of the panelist were from other Soviet republics. Panelists clearly articulated their concern for global education, but at the same time, they identified an individuality that must always be accepted for the furtherance of understanding and world communication.

B. Anatole Klyosov - Moscow University - It was Peace Fleece's Peter Hagarty who gave me the impetus and the courage to pursue the major event of our Focus: Soviet Union activities, a politically oriented panel discussion. Peter, too, introduced me to Dr. Anatole Klyosov, Soviet Perestroika expert and visiting researcher at Harvard University in Massachusetts. Anatole is a professor of

Science at Moscow University and his 1989 visit to America is more evidence of the improved relationship between the Soviet Union and the United States. Anatole's joint efforts with American doctors at Harvard University to isolate and control cancer cells is emblematic of the esoteric cooperation that is now being enjoyed by universities in both the Soviet Union and in the United States. Perhaps the imagined cancerous relationship between the countries is also being isolated.

With Peter Hagerty's help and the assistance of a former LRHS student now attending Harvard University, we were able to secure the appropriate permission from the Office of Soviet Affairs in Washington to bring Dr. Anatole Klyosov to Focus: Soviet Union Day. Dr. Klyosov arrived at Lake Region a day early and he attended a presentation by Mrs. Jane Smith, president of the Samantha Smith Foundation. (Remember Samantha's visit with Andropov?) He was able to meet with many students, faculty members and community members on the eve of our Focus: Soviet Union Day and his presence helped to set the serious tone that Friday March 10, 1989, would subsequently follow. Though this part of Dr. Klosov's visit was serendipity, a good lesson can be learned from the experience:

"I most of all enjoyed meeting with the real Russian on Thursday night! He made me want to come to Focus: Soviet Union Day because he was so excited about our event." LRHS Junior

For future international education experiences I will consciously seek to bring citizens from the Focus country to help initiate and facilitate the credibility that the events should enjoy. Clearly the students were pleased and excited by the presence of "real" Russians on campus and their presence fostered a wonderfully positive educational atmosphere.

C. Panel Politics - Much of the success of Focus: Soviet Union's March 10 evening panel discussion must also be given to Peter Hagerty and Peace Fleece.

Certainly I had to do much of the leg work to insure a good panel presentation, but Peter worked closely with me to compose a body of political, economic and humanitarian individuals who would present a challenging and stimulating discussion of the new and emerging relations between the Soviet Union and the United States. (See Fig. 2.)

Dr. Anatole Klyosov was the Soviet representative to the panel discussion and Senator Bill Cohen from Maine was the official United States counterpart. Representing the State Department of Soviet Affairs was Deputy Director Mr. John Evans. Mr. Ben Cohen of Ben and Jerry's Ice Cream was to represent the economic perspective on the panel, but a last minute call from London revealed that he would not be in time for the debate. Replacing Mr. Cohen was Peter Hagerty, as we had previously agreed. The moderator of the panel presentation was Senator Tom Andrews of Portland, Maine. Needless to say, none of these individuals came easily to an event which had no predecessor and was to be located in some obscure corner of Maine. But, my goal of bringing a high level discussion of new and emerging relations between the United States and the Soviet Union did indeed come to fruition.

"I think that from now on more students will be concerned about Soviet-American relations and be more interested in their customs and their people as a result of this day - especially the Friday night panel discussion." LRHS Sophomore

This response in a survey conducted both after Focus: Soviet Union day and again the following Monday March 13, 1989 is typical of the reflections given to both the Soviet student and the political panel discussions. Local insurance agents, local newspaper editors, state senators and representatives, college professors and high school administrators all worked together to facilitate a letter writing and telephone campaign to insure that Focus: Soviet Union would

Fig. 2. STRATEGIES FOR PANEL DISCUSSION

1. Insure diversity of panelist
    a. male\ female representation
    b. range of age groups
    c. differing political ideologies

2. Secure an articulate and non-judgmental moderator who will arrange and insure a specific panel format.

3. Arrange for formal and complete introductions according to official protocol.

4. Provide an appropriate stage setting
    a. lighting
    b. backdrop
    c. tables and microphones

5. Facilitate audience participation that can be heard by everyone.

6. Arrange pre- and post- panel activities which focus on a single broad issue.

7. Promote free discussion with the panelists and the audience following the formal panel discussion.

8. And finally, include panelist and planners who have a great deal to gain from their participation.

have this kind of identified credibility. Though I generally found myself at the hub of the wheel that was spinning to bring this group together on our high school stage, I had learned at this point to allow the positive forces to work for me and for the program. As I gave increased ownership of the program to school and community people, a monument to success took shape.

D. "Peace Pops" - Still another building block that was provided for Focus: Soviet Union by Peter Hagerty was our unique connection with Ben and Jerry's Ice Cream. Mr. Ben Cohen was to have taken part in the political panel discussion event, but he had informed us that anything could happen with his schedule while he was in the Soviet Union and in Europe during the first week of March, 1989. In fact Ben did call from London to inform us that complications had arisen in his schedule and that he would not be back in the states until after the weekend of March 10th. But, though Ben Cohen was unable to attend Focus: Soviet Union activities, he had previously made a generous donation of 1400 "Peace Pops" to be given away during our Focus: Soviet Union Day.

"Peace Pops" are new to the Ben and Jerry's Corporation and 1% of all the profits of their sales internationally now goes to global peace organizations. Besides being yet another representation of the broad support the program was receiving with this offer of peace through ice cream pops, the donation became a nice awareness tool for the committee and for the press. Stories were written about the "Peace Pops," displays of Ben and Jerry's materials were put up around the school, and a strong sense of anticipation was created by the generous gesture and the excitement for a taste of the action and a taste of the ice cream.

For a leader organizing a major educational event, there are several important lessons to be learned from the serendipitous success we experienced with the

"Peace Pops." A generous dose of healthy materialistic fringe materials, for example, helps to stimulate the senses and the interest for the larger goals of the project. Students can be directly involved in the process of shaping community beliefs when they can see a material reward, albeit trivial, inside the machinations of the whole program. The "things" of the developing program become hooks for all of the people involved, and the directors, like advertisers, can use the hooks as tools to reach the educational themes of the program.

Still another example of the conscious effort to raise the level of anticipation for Focus: Soviet Union were small tie or lapel pins which depicted crossed Soviet and American flags. As director, I wore the pin for several weeks prior to the Focus activities and literally hundreds of school and community people became embroiled in discussions about the appropriateness of the two flags, Soviet and American, being joined at a common point. Debate raged over this issue, the flags became the symbol for all of our press material and stationary design, and healthy debate helped to surface many of the student and teacher concerns for focusing on a Communist country. As we neared the culmination of the project, I began to give pins to staff members and to students who had made significant contributions to the project and possession of one of the crossed-flags pins became an elitest item for everyone and the bandwagoning began.

The long term solution to negative images of a great country, USSR, will not be reached by promoting materialistic pleasures inside a major educational symposium. However, this methodology of manipulation can be rationalized when one considers the awareness that subsequently flourished as a result of heightened interest. The crossed-flags affair was followed by a systematic plan to design a Focus: Soviet Union backdrop that would blend scenes from the city of Moscow with the city of Washington. Students and staff members watched

over the ten day development stages as the background was assembled and painted by other students and staff members. Again, I was playing with visible hooks to raise the level of consciousness about our Focus: Soviet Union Day project and its growing pervasiveness in the school environment. I was practicing learned leadership skills and despite often heated discussion, I was fortunate to see this process lead to improved awareness and compassion for the international education day that was taking shape.

E. Peter Hagerty's Peace Fleece had yet another more direct involvement in the Focus: Soviet Union Day. During the first hour of the Friday March 10, 1989 activities, all of the LRHS student body and visiting educators and students were invited to participate in a Peace Fleece assembly. Peter joined with students from Lake Region High School and the Heart of the Mountain Singing Troup of Moretown, Vermont to create a sense of sharing that would prevail throughout the day. Peter talked with his student body\community members audience about the bridges that are now being built between the United States and the Soviet Union as he cut the wool from one of his lambs. Anatole Klyosov, who had earlier visited Peter's farm, spontaneously joined Peter on stage and most of the students had their first experience with, and look at, a "real" Russian. This high visibility of a hands-on stage activity and a chat with Anatole excited the audience and as many students later admitted, oriented them to the special purposes of this Focus: Soviet Union Day.

F. Sister School - Six spinners and one weaver were set up in the main hall of Lake Region High School to blend Peter's recently shorn wool with 50% Soviet wool to produce a garment that would be taken to the Soviet Union the next day. In December of 1988 twelve of my Sophomore English students were able to initiate a sister school relationship with School #25 in Novosibirsk, Siberia USSR.

Again Mr. Peter Hagerty was at the helm of this adventure and half of the final piece of wool garment that was being produced during the course of Focus: Soviet Union Day was going to our sister school.

This sister school relationship began innocently enough when I asked Peter about a trip that he would be taking to the Soviet Union in January of 1989. Subsequent to our initial discussion, he put me in touch with Mr. Laurence Eubank who would be traveling with the Soviet American Woolens delegation. Mr. Eubank agreed to meet with my class to begin plans for the production of a package of materials that he could carry to a Soviet school with which he had already made initial contact. The school would then reciprocate with a similar package.

It came as a surprise to me, but within three weeks my students had sufficiently rearranged their lives to put together a video tape, audio tapes, gifts, group projects and letters, personal letters and a collection of Maine memorabilia for high school students in Siberia. This sidebar to the major Focus: Soviet Union project became the subject of news stories, debate and, most importantly, excitement for learning for twelve sophomores. Of course there was no way of knowing that a similar aged and size group in School #25 was equally excited.

Mr. Laurence Eubank returned to LRHS on four occasions during the month of December 1988 to assist my students in their project. He also kept them abreast of the activities in the Soviet Union as he was in frequent contact with the sister school. Finally, on the weekend before Christmas 1988, Mr. Eubank collected the final pieces of the student package, complete with a Russian translation of a formal invitation to join Lake Region in a sister school relationship. We were not to see or hear from him for a month and again the anticipation worked for the larger program.

On January 20, 1989 Mr. Laurence Eubank returned to Lake Region High School

with an exciting package of material from Novosibirsk. Peace Lanterns, letters, gifts, food and an assortment of pins, and postcards were offered to my students. A special video tape of Mr. Eubank's visit, however, was the focus of our attention. Unfortunately the tape was not produced on a compatible VCR format and we were unable to view it while Mr. Eubank was in town. Both the students and I were disappointed, but the event created yet another device that would heighten the anticipation for Focus: Soviet Union.

Over the remaining weeks before Focus: Soviet Union Day, the Sophomores worked to produce a program that would be an identification of the sister school project as adjunct to the complete Focus program. The format that was agreed upon was to premier the video tape during Wednesday March 8, 1989's first day Focus activities. The students chose to introduce Mr. Eubank who would in turn explain the content of the video and the newly formed relationship between the sister schools. In addition Mr. Eubank would announce that he would be presenting a gift at the assembly on Friday, March 10, 1989 to Lake Region High School from the students of School #25. And during this planning process, I was scrambling around New England trying to locate a video center which could convert the Soviet tape to a VCR format. Three weeks, many miles and $80.00 later, I was successful with my responsibility and the show was ready.

Naturally, the student performances by the high school chorus and band were the focus of our opening day activities for Focus: Soviet Union. The premiere of the Soviet video, however, had a special place in the program that was a turning point for many in the school and in the community. The event had been given credibility with live Russians on the screen addressing everyone in SAD #61. The technology used to produce the tape was clearly inferior to what Lake Region High School students are accustomed, but the warmth of the messages and the passion of the people in School #25 eminated from the Soviet classrooms. The

cold of the January Siberian winter had been left in the streets of Novosibirsk and honest compassion for a new relationship with us jumped from the screen:

"I was emotionally moved when the Russian students and teachers stood in a circle and sang 'We Shall Overcome." SAD #61 Community Member.

On Friday March 10, 1989 Mr. Laurence Eubank was again introduced to the Lake Region High School Community. At this time he presented the school with a gift that was handed to him by a School #25 fifteen- year- old student:

"I hope that when the archeologist of the future dig up our bones, they can say that we were as peaceful a creature as the great wooly mammoth was thousands of years ago..." Fifteen- year- old School #25 student - through a translator

These are the words of the student as they were spoken to Mr. Eubank when he was presented with a fossilized jaw-bone and tooth of a wooly mammoth. Apparently, the student and his father had dug-up the fossil along the banks of the great Ob River and presented it to School #25. The school administrators and the student then jointly decided to present the gift to our Lake Region High School as a token of their good will in the growing sister school relationship.

"Why would they want to give up such a treasure?" LRHS Freshman

"How can we possibly reciprocate with a gift of equal value to their school?" Community Member SAD #61

These and other outpourings of emotion were testiment to the significance of School #25's gesture of humanitarism. And though Mr. Eubank struggled through an emotional presentation of the gift to our school, the students warmly welcomed him into our community. The appreciation for Mr. Eubank's role as ambassador in our sister school project simply goes beyond words.

The Sister School relationship that was established in December 1988

continues now that Focus: Soviet Union Day is long passed:

1. Letters between the Superintendent of SAD #61 and a chief administrator at School #25 in Novosibirsk have been exchanged. Each has made a formal beginning of a process that will culminate in 15 Lake Region High School students, myself and two other adults going to School #25 for three weeks of study in April and May of 1990. Our school will reciprocate by hosting 15 School #25 students and appropriate chaperones in the fall of 1990.

2. Fifteen of the students who helped to initiate the exchange are successfully enrolled in a Russian I language class now being offered as part of SAD #61's Adult Education program. These students continue to make plans for their trip to School #25 in Novosibirsk.

3. Members of the Sophomore English sister school class and students of my Russian Literature class continue to exchange letters and memorabilia with students of School #25 through the US and Soviet postal systems.

4. I have made initial contact with a School #25 teacher who is interested in a short term teacher exchange.

5. A university level Russian language instructor is working directly with the Lake Region High School students to translate letters that are received in the Russian language.

6. Freshman English students at Lake Region are making Peace Lanterns to be sent to the Soviet Union. The Lanterns will be floated on the Ob River in August when the world population commemorates the anniversary of our first nuclear disaster at Hiroshima, Japan.

7. A SAD #61 community member has visited School #25 in Novosibirsk to deliver our wool garment that was woven on Focus: Soviet Union Day.

8. A local clock designer has hand crafted a clock that is in the shape of the state of Maine and it features popular geographic points of interest. This

clock will be presented to School #25 during the spring 1989 study\visit.

"If we do Focus on another country next year, I don't want the relationship between our two countries and schools to lessen just because this project is over..." LRHS Sophomore

This reflection and other comments by students and community members demonstrates the serious intent to keep the Focus on the Soviet Union alive and to keep the sister school relationship ever vibrant.

MAINE STUDIES INSTITUTE AND CLOSE-UP EUROPE

Through a stroke of good fortune and a tenacious effort to secure Focus: Soviet Union funding from the State of Maine, a happy relationship was established. Another Focus: Soviet Union committee member expanded my network by arranging a meeting between myself, members of the Department of Economic and Community development and State Senator Tom Andrews, who represents Portland, Maine. Again, to my surprise, this early October meeting set the stage for Lake Region High School's involvement in the first in a series of Close-Up Europe connections for Maine high school students.

Senator Ton Andrews and his staff were very excited about the Focus: Soviet Union program and they wanted to visit Lake Region High School to speak to administrators about the Maine Studies pilot project that would offer several students a chance to study in Europe. Subsequent to our initial meeting in Augusta, Senator Andrews and Debra Johnson, Assistant Director to the Maine Studies Institute, visited our school on two occasions. Administrators, teachers and students from the secondary, middle and elementary levels quickly rallied behind Tom's plan to connect the Lake Region with schools in Europe. The administration and the school board of SAD #61 agreed early in November 1988 to

buy into the total Maine Studies format.

All of the Maine Studies Institute components were taking shape so fast that SAD #61 officials did not appear to comprehend the scope of the innovative but professional development and community collaboration program. School Board officials had agreed to purchase the $5000 package from the state of Maine without a clear understanding of the broad vision that Senator Tom Andrews' program contained.

"I thought the Close-Up thing was designed to help with the Russian-Day project..." SAD #61 Board Member

It wasn't until late in the winter of 1989 that the specific pieces of the Maine Studies service proposal started to come into focus. SAD #61's Curriculum Coordinator was charged with the responsibility of bringing all but one of the eight components to fruition. Some amount of personal initiative and staff concerns forced administrators to review the potential benefits that might be garnered from the program's pieces. For the first time staff members began to look at the staff training and teacher recertification part of the puzzle. Seven teachers expressed an interest in participating in the curriculum development component as SAD #61 representatives to the Maine Studies institute in the summer of 1989. And most importantly, I joined others who perceived the collaboration program as yet another example of an educational experiment that could address the low motivation levels of so many Maine students.

The complete scope of the Maine Studies Program exposes a comprehensive service project designed to tap and develop the educational resources of Maine schools and their surrounding communities:

1. Staff development program - This component offers skills development across a full range of academic disciplines for all district teachers. Specific pieces include clinical supervision and peer coaching training, models of

teaching and lesson planning, the "five threads" method of inquiry and instruction and video technology as an instructional tool.

2. Community Collaboration - Again Maine Studies Institute staff members are working with administrators and teachers to identify and utilize non-academic educational resources specific to our school district. (People, places and things.)

3. Video Pen Pal Program - University of Maine Augusta media officials and Maine Studies staff members worked jointly to facilitate the production of a thirty minute video which reflected the personality of our specific school district. Students wrote and produced this video and subsequently exchanged their production with students of the same age in communities in the Netherlands and in Hungary. In SAD #61 the theme of the video-tape production for 1989 was "reflections", and students from elementary, middle and secondary levels are currently working on the next video Pen Pal exchange tapes for 1990.

4. Special Projects - Maine Studies Institute staff and resources are made available to participating school systems to help with the development of innovative Maine Studies projects. Examples of special projects to date have included thematic audio/video productions and dramatic/written productions which have spotlighted Maine people, products and landmarks. As part of the Focus: Soviet Union project, media representatives from the University of Maine in Augusta have filmed and produced a thirty minute video which professionally documents the events of our international education week. The tape will be used to promote the development of and the subsequent funding for future "Focus" programs.

5. Curriculum Development - Maine Studies Institute staff members are currently working with SAD #61 administrators and teachers to develop curriculum renewal programs. The Institute staff continues to provide consultation with

district leaders and efforts to facilitate a systematic year long curriculum development plan are under way.

6. Maine Studies Institute Pilot Programs -

A. Introduction to Maine Government - Through the use of improving video technology, students will be introduced to the dynamics of Maine political systems. A pilot interactive television series, for example, will give the students an opportunity to identify a public issue in Maine and subsequently follow the progress of legislation that addresses the issue. Students might then interview legislators, reporters or lobbyists through the interactive video system at the University of Maine.

B. The "Future of ME." Project - This project will involve elementary, middle and high school students and teachers who want to be part of a dream that focuses on Maine beyond the year 2000. The program will culminate in a "Maine Future Fair" which will display representative pieces that reflect the aspirations of students of today and Maine leaders tomorrow.

C. Close-Up Europe - This component of the Maine Studies Institute best represents the theme of international education that was established by the Focus: Soviet Union symposium. Through a complex and competitive application process, eleven students from Lake Region High School were selected to participate in a reciprocal exhange during the summer of 1989 with students from the European continent.

Twenty-seven student "ambassadors" and teachers from three areas of Maine traveld to Washington, D.C. in July 1989 where they were joined by students from four other American states and five European countries. Following a week of intensive study of the federal government in our nation's capital, the American students traveled to Europe to begin another intensive study, this time focusing on the economies, governments and cultures of the European continent. Their trip

included visits to the major capitals of a rapidly changing European community: Strasburg, Luxembourg, Brussels, Copenhagen and Bonn. Meanwhile their European counterparts were touring and studying in Williamsburg, Philadelphia, New York, Boston and in Maine. And the culminating part of this international adventure was a reuniting of the American and the European students at the International Education Center in Svendborg, Denmark. At this time in mid-August the students and teachers engaged in intensive debriefing exercises and established international education projects that will subsequently continue the link between the American and the European communities for the years ahead.

An original objective of the Focus: Soviet Union program was to maximize the benefits of improved understanding of the international community. Close-Up Europe is an appropriate adjunct to the Focus project because it continues to broaden the scope of the original program to include a new and emerging European continent. Students participating in the first Close-Up Europe program returned to America and became resources for their respective community businesses, schools and civic organizations. And the implications of this type of bridge building clearly go well beyond the original cultural event, Focus: Soviet Union. In fact, seven more Lake Region High School students and one teacher will travel to Eastern European countries in the summer of 1990 as phase two of the school's Close Up Europe adventures.

D. The Maine Studies Summer Institute -Four SAD #61 teachers participated in the "five threads" model of Maine history study at the 1989 Maine Studies Summer Institute: 1. government, 2. economics, 3. geography and environment, 4. culture and society, and 5. Maine's relationship to the world. This new approach to educating and motivating educators features interactive telecommunications, video production, teacher training seminars, international studies programs, issues forums, field trips, and time for preparation of Maine

Studies curriculum materials.

E. Regional Resource Network - Lake Region school district is actively participating in an information and resource material sharing with school systems across the state as a result of its involvement in the Maine Studies Institute. The network includes a series of regional seminars for teachers utilizing newly acquired interactive television skills, a resource center of curriculum and program materials located at the University of Maine in Augusta, and a quarterly publication for all participants in the Maine Studies Summer Institute. A program about Focus: Soviet Union was featured on the interactive television network in February and the 1990 Close Up Europe students are attending a ten week Maine Studies course offered through the television network.

The Maine State Studies Institute can best be perceived as yet another attempt to bolster the low aspirations of Maine students that are so often alluded to by politicians and by Maine citizens. Recent Maine Educational Assessment surveys of eighth and eleventh graders reveal a "disturbing lack of student knowledge about Maine and a lack of understanding of government, geography and the world" according to Senator Tom Andrews of Portland, Maine. Clearly students often have little motivation to learn about these critical areas. The opportunities that are now available to SAD #61 educators are appropriate and effective programs that will foster concrete ideas, curriculum models and projects in an existing fragmented program of mandated Maine Studies.

GRANTS SPONSORSHIPS AND FUNDRAISING

The real battleground for the organizers of the international education forum was the community based campaign to finance the diverse components of the program. Community members, school officials, anonymous letter writers,

teachers, and students all contributed to the frustrations surrounding the money raising process to underwrite the Focus: Soviet Union adventure at Lake Region High School. After months of grant writing and soliciting of corporate sponsorships, the Focus Committee was inevitably forced to adopt a registration fee schedule to insure sufficient financial resources to pay for the performers, presenters and the producers of the Focus symposium. On route toward this last financial decision, the Focus Committee encountered frustrations with every component of the fund raising:

A. The Maine International Partnership Program -

Through the office of Senator Tom Andrews, the Focus: Soviet Union Committee was able to present a grant proposal to the Maine State Department of Economic and Community Development. My first meeting with Jeanne Hulit, Coordinator of the Maine International Participation Programs, was very exciting and positive. Jeanne explained the Partnership Program as the systematic attempt to perpetuate Governor John McKernan's Aspirations Program for the state of Maine.

The Partnership Program was organized to facilitate improved long-term international relationships between the citizens of Maine and the citizens of the world. The program was designed for non-profit organizations or governmental entities to secure up to $10,000 in financial aid to promote new and existing international endeavors on the local, regional or state level. The Focus: Soviet Union symposium seemed then to be a natural project for the Partnership Program's stated goals. Guidelines for the program were clearly defined and the Focus committee was given positive assurances that our $5,000 application was a more than reasonable request for support of a "truly unique international pursuit," as Coordinator Jeanne Hulit defined the symposium.

After securing proper tax-free certification information and completing the comprehensive application process, the Focus committee continued to pursue high

quality presenters and performers that would give our Focus: Soviet Union activities credibility. Jeanne Hulit's assurances in early winter 1988-89 were not well founded however, and despite three more trips to Augusta and a clear articulation of the projects goals and international connections, the proposal was officially rejected in February, 1989. Ostensible reason for the denial of our request for funding was the project's transient connection with an international community. The Department of Economic and Community Development had failed to see the necessary educational step(s) that must be taken to perpetuate comprehensive and systematic international communication and understanding.

It is understandable that the Department of Economic and Community Development would want to facilitate and finance existing Maine based international connections. But to give an educational endeavor which clearly focused on the need to initiate international connections no level of credible financial support is a message that can be perceived as slanted and narrow in its vision. Clearly, the Close-Up Europe program is an extension beyond the perceived transient nature of our symposium. And working with Maine's number one Soviet American economic connection, Peace Fleece, is one of the project's conscious endeavors to perpetuate continued world partnerships. But Lake Region's growing relationship with its Sister School #25 in Novosibirsk, Russia is the best example of a humanitarian connection with the Soviet Union that will grow into economic boons for Maine which was apparently invisible or unimportant to the Department of Economic and Community Development.

B. Humanities Grants - The production of the Maine International Partnership Program grant was only the first in a series of grants designed to support the components of the Focus: Soviet Union symposium. (See Fig. 3.) Grants in the amounts of $250.00 from a branch of the Lewiston-Auburn Arts society of Lewiston,

Fig. 3. STRATEGIES FOR WRITING GRANT APPLICATIONS

1. Grant applications must be succinct explanations of the intended use of the finances or services being requested.

2. For a major international education project, grant reviewers must be able to perceive the broad scope of the program's goals.

3. Grant writers must never make assumptions! Most importantly, do not assume that you will ever get an audience with those who will be reviewing the grant proposal. Most requests are denied!

4. Almost always, the grant reviewers will request additional information before approving or rejecting a specific grant.

5. Grant requests are almost always reduced from the original dollar amount requested.

6. Communication between grant writers and coordinators of the grant centers must be frequent and purposeful.

7. Maintain consistent communication with school district personnel about the progress of the grant process as the specific program develops and expenditures become more apparent.

8. It is not always necessary to submit grant applications ahead of the deadline schedule. Often the early submission gets lost in the collection of proposals that arrive in the hands of grant reviewers only hours before the evaluation process.

9. Insure adequate and consistent recognition of organizations which ultimately provide finances and/or services.

10. Secure the services of a few good school and community officials who will write and promote all of the components of the grant writing process.

11. Prepare for the ultimate fallout that will occur when major grants fail to produce anticipated financial support. Build contingency plans and insure the support of local school administrators and the school board.

Maine, $1200.00 from the Maine Commission on the Arts (The Lark Society) and $1200.00 from the Maine Humanities Coucil were ultimately secured to underwrite the costs of the performers for Focus: Soviet Union activities.

C. Community Support - The broad base of support that SAD #61 community businesses and individuals brought to the Focus: Soviet Union symposium was encouraging. Pledges of over $3000.00 in financial support and countless support services and assistance in kind were enjoyed by the Focus: Soviet Union Committee. Flowers were provided by local florists, automobiles were loaned to transport performers and presenters, printing services were donated by a local printer, and community homes were opened to individuals involved in the Focus program. These and literally hundreds of other contributions by businesses and individuals in and outside SAD #61 were manifestations of the support the Focus program enjoyed.

The Focus: Soviet Union committee has learned, however, that the corporate community is especially finicky. Despite a flurry of letter writing, memos, personal visits and positive phone calls to a major corporation in SAD #61 and all of southern Maine, we received a $100.00 financial support of Focus: Soviet Union. Original meetings with corporate executives of this corporation brought verbal promises of $500.00 to $2000.00 of support, but we failed to get the pledge in writing and only through months of prodding were we able to secure the $100.00 sponsorship.

And then we experienced the bizarre from yet another major southern Maine corporation. A single phone call produced $500.00 and a promise of doubling that amount when Focus: Soviet Union activities entered their final month of production. Both pledges were forthcoming and to our surprise, this became the pattern of financial activity as the final dates of the symposium approached in

February and March 1989. Contributions rarely exceeded $100.00, but the support for the symposium was expanding beyond the immediate community and the consciousness raising activities of the late summer and fall of 1988 were beginning to produce viable support.

We have discovered that the most difficult component of our Focus: Soviet Union international education experience was the financial encumberances inherent in the bureaucratic structure of schools, communities and state government. We did enjoy a broad base of community support, but a conscious manipulation of the public was necessary to insure this support. Visits to a local Lions Club or to the Chamber of Commerce to elicit support for the project were common, and we often found ourselves operating with a delicate balance between the supporters of the Focus program and those who still perceive the Soviet Union as "the evil empire." Virtually everyone had to be treated with a special gentleness. The important lesson to be learned from the need to exhibit caution in all areas of fund raising is that the public demands accountability for its money spent and proper rationalization for the educational event being sponsored.

FOCUS: SOVIET UNION- SURVEYING THE ISSUES

The final section ot this paper will review specific responses to survey questions that were asked of all participants and presenters of the program at the end of the afternoon activities on March 10 1989. The complete results of the survey clearly indicate that the Focus: Soviet Union program impacted people in many significant ways. Generally the program was well received but there is a contingency of respondents who were unsatisfied with at least one component of the four day event.

"The thing that really stands out in my mind about Focus: Soviet Union would probably be the comradery and compatability of all of the presenters. All of them were extremely good in each of their fields. Not only did the presenters share their knowledge with the students, they were frequently seen chatting to one another about different Soviet Union issues. I also felt that the individuality of the Soviet students was amazing. Before that day, I had thought of the Soviet Union as being all Russian. I discovered that there are many different cultures in the various republics of the Soviet Union."

Senior- Lake Region High School

This response begins to explore at least two important issues of leadership inherent in a major educational event. First, and most importantly, the student has recognized the educator as learner in the special environment that was apparent in the Lake Region High School on March 10, 1989. Educators were indeed sharing a wealth of information with students and with each other. Just as important is the fact that a network of communication was being fostered by having all of these individuals who share a common educational interest involved in the same program at the same time. Not unlike an ASCD national convention for example, these educators were building their own professional affiliation by associating and sharing with others who are educators in Soviet language, literature or general Soviet curriculum.

A second issue raised by this student and many others surveyed is that of internationalism. Americans all too often have perceived Soviet people as exclusively Russian while ignoring the other individualities of the remaining republics of the Soviet Union. The lesson here for me is that it was the visiting students who in a single event were able to reach hundreds of individuals with this important consideration in a forum that featured them articulating their special concerns. Repeated attempts in the classroom to delineate Russians from other Soviet students were most often unsuccessful, but introducing the personal response from a single Soviet citizen produced a host of believers. Perhaps as educators we need to be reminded from this and a plethora of other personal contacts at the Focus: Soviet Union activities that education

can best be served by utilizing the community resources that can indeed validate what we teach each day in the classroom.

"It is my opinion that Russian Day was a brilliant idea but it tried to encompass too much. Originally it was only one day but it quickly expanded to four. There were so many little things that were done that I think were unnecessary. All these plans and minute details put a tremendous drain on the students and the community involved. For the first program of this kind it pushed everyone and everything to the limits. It was just too big for the first time. People wanted to pull this off neatly and they did, but a project this size had an enormous potential for problems for an inexperienced crew. I would like to see another such program in three to five years but on a smaller scale, until we are equipped to handle it."

Junior- Lake Region High School

How does one deal with all of the issues that this student raises? Naturally the Focus: Soviet Union committee was also worried about the scope of the project and its potential for failure. However, it was the consistent opinion of the committee throughout the development of the program that the educational value outweighed the risks involved. We clearly saw the potential for financial restraints and we saw the public's concern for a possible over- emphasis on a communist country. But at the same time, we were confident that the proper leg work had been done during the summer of 1988 and that most of what had to be done after December 1988 was utilitarian and public relations oriented.

One of the original objectives of the Focus: Soviet Union project was to create an environment at Lake Region High School to sufficiently immerse the students into a nearly total Soviet culture. This high school junior was clearly taken back by the diversity and the complexities of what she calls the "Russian Day" activities. I suppose it was a bit like visiting a foreign country and trying to take in all that the new culture has to offer in a few short days. This was, in short, the sensation that I hoped to create by the activities of the international education experience. In fact it was the diversity and the project's comprehensiveness which brought it its broad base of support. Of

course we had the "potential for problems," but as I articulated in the beginning of this paper, it is necessary to believe in the professionalism of the people with whom you surround yourself . And these symposium activities were surrounded by many very professional individuals who share in this philosophy.

"Russian Day? Well, I think that it was good for the students and the adults alike. Together they had a chance to experience first hand events which are so common to both the United States and the Soviet Union. And the simplistic presence of the cute sheep gave all of us a strong link to hold on to the memories of this day."

Senior- Lake Region High School

It continues to amaze us that the simple events and the ostensibly trite things of Focus: Soviet Union become the links to the event's purposes and activities. Survey results clearly indicate that visitors and students shared a common bond during the activities of Focus: Soviet Union and often it was the symbols present that worked to bridge the two groups. Sheep, wool production, photographs, Russian language signs, pins, flowers and a host of other paraphernalia strategically placed around the building became conversational pieces which helped to facilitate the communication process for everyone involved.

Given the complexities of the Focus: Soviet project, it was clear to me early in the development stages that many people would have to work well together to bring the symposium to fruition. It surprises me, however, that both students and community members were able to see the complex machinations of the program.

"In a human body all of the organs, appendages and systems must work or the body will fail as a whole. If a part of the job is not done or is finished with a half hearted effort, the progress hogs down. The Focus: Soviet Union project of 1989 was a blend of hard working people and a dream. The dream was to get closer with the Soviet Union; to understand each other to the point of disarmament. These workers saw that dream focus into a wonderfully entertaining show of brotherly love. Never has any project been so successfully accomplished by the Lake Region district."

Senior- Lake Region High School

"This was an experience where many people worked well together."
SAD # 61 Community Member

Much can be accomplished in an educational endeavor if no one cares who gets the credit. This student understands this concept and the human process that works to carry goals forward. He also understands and clearly articulates the need for small steps that must be taken to achieve the larger goals inherent in human interaction.

"Russian egg painting seemed the most exciting project of the day. I liked the shearing of the sheep too. The other workshops were too long and boring."
8th grader from a visiting junior high school

As anticipated, the participants in the Focus: Soviet Union activities enjoyed the presenters who most often had hands on activities. Frequently the survey results made it clear that many students and adults both prefer to learn from an experiential framework. For future international education days, we will try to secure a variety of workshops that will give participants a chance to vicariously live the culture. But it should not go unsaid that a significant number of survey respondents also reported that they were delighted and satisfied with the lecture/question format employed by nearly all presenters at the Focus: Soviet Union symposium.

Often respondents to the Focus: Soviet Union survey provided simple information that will go a long way toward generating a more successful second international education project. These suggestions were either humanistic in nature or they reflected a need to consider the utilitarian components of the symposium:

1. "Next year a single class should be given credit for organizing a Focus day." (Senior)

2. "This program made me more anxious to work out an understanding between our two countries and even among ourselves." (Community member)

3. "Because of conflicts with some of my preferred workshops, I was unable to attend some I would like to have seen." (SAD # 61 School Board Member)

4. "Perhaps a one day program would be a better option. (Community Member)

5. "Next year every student should get a booklet of all the workshops offered and a description of each." (Freshman)

6. " It was amazing how eager the Soviet students were to learn about us." (Senior)

7. "Maybe we should focus on a country that is less popular. Maybe we should focus on ourselves." (Freshman)

8. "I hope to see more exchanges in the future as my own child is still in the elementary school. (Community member)

9. "Do it again but involve more students." (Junior)

10. "I learned more today than I have in the last month at school!" (Visiting high school student)

11. "This was an excellent program and it showed what teamwork can do. There was something for everyone." (Visiting educator)

As educators we must be careful not to translate what cannot be translated, but at the same time it becomes imperative upon us to create an environment from which we too can learn. It would be a mistake to review these student and adult reflections without an eye for the implied messages contained within. Of particular importance in understanding the critical nature of a participant's response to the survey questions is the integrity with which the individuals approached the issues. And these respondents all have something to offer from

their particular insight into the machinations of the Focus project. And these responses are typical.

A conclusion, offered by a Lake Region High School Senior:

"The purpose of Focus Soviet Union was to allow the Lake Region community and the surrounding areas to experience the Soviet culture in many mediums. Focus gave us the opportunity to take advantage of perestroika and actually experience the Soviet way of life. We sometimes forget that like the United States, the Soviet Union is comprised of people who have the same hopes and dreams that we do. The presentations given by both Soviet people and people who have visited the Soviet Union showed that they, like us, want peace.

"The one thing that impressed me the most about the whole day was the cooperation involving everyone. This work symbolized the combined efforts of the American and Soviet people to unite the two countries and their people. The way to world peace is actually through the people and their individual efforts instead of through the governments and their rhetoric."

I couldn't say it better! AMEN!

APPENDIX

1. Focus: Soviet Union summary sheet.

2. International Education Day proposed budget.

3. Focus: Soviet Union Committee - sample agenda and meeting minutes.

4. Sample letters to Focus: Soviet Union presenters and performers.

5. Letter of introduction to Sister School # 25 in Novosibirsk, Soviet Union.

6. Student registration form.

7. Focus: Soviet Union sample press release.

FOCUS: SOVIET UNION
LAKE REGION HIGH SCHOOL

INTERNATIONAL EDUCATION DAY

"FOCUS: SOVIET UNION"

Date: February 27, 1989

From: Jake Laferriere and the "Focus" Committee

Re: International Education Day - "Focus: Soviet Union"

The challenges of understanding and functioning with competence in our complex world will be addressed at an International Education Day Symposium at Lake Region High School in Bridgton, Maine, March 8-11, 1989. The focus for this year's symposium will be the new and emerging relationships between the Soviet Union and the United States.

The "Focus: Soviet Union" symposium will be an educational adventure in international studies for students, educators and community members. The goal of the program will be to foster global perspectives and understandings at the grass roots level which will provide the inspiration for better understanding and compassion for all inhabitants of our world. Educators, politicians, artist and students will work together in this symposium to develop a responsible understanding of the differences and similarities between the Soviet and American people.

Support for the "Focus: Soviet Union" symposium has thus far come from small businesses in southern Maine, humanities grants, the SAD #61 school budget and the Lake Region High School student body and teaching staff. Local educators will be joined by professors from Maine universities and colleges, performing arts and many Maine citizens who have traveled or studied in the Soviet Union.

Though Friday, March 10, 1989 will be the most comprehensive day in our schedule, we will be offering cultural events to the entire community beginning on Wednesday, March 8, 1989. Some of these activities will include performances by Lake Region High School students, the Sebago Long Lake Chamber Music group, The Portland Ballet, The Surry Opera Company, a Gardiner, Maine Balalaika group, the Portland String Quartet, and a presentation by Mrs. Jane Smith, President of the Samantha Smith Foundation. In addition, community members will be invited to participate in a diversity of con-current Soviet culture seminars to be held on Friday afternoon, March 10, 1989. And to complete the Friday daytime activities, Lake Region Vocational Culinary Arts students will be offering a Russian buffet meal in the high school cafeteria from 6:00 - 7:15 p.m.

"Focus: Soviet Union" is the first in a series of International Education days that will be designed to increase our understanding of other cultures through global education.

Any support you have given to this International Education Day program thus far and any future commitments are sincerely appreciated.

SCHOOL BUSINESS PARTNERSHIPS

INTERNATIONAL EDUCATION DAY PROPOSED BUDGET

I.	Major presentations - performers	
	A. Surry Opera Company	$2000.00
	B. Sebago Long Lake Chamber Music	1400.00
	C. Portland String Quartet	1500.00
	D. Portland Ballet	750.00
	E. Samantha Smith Foundation	575.00
	F. Gardiner Balalaika Performers	400.00
II.	March 10, 1989 - Russian Day activities	
	A. Seminar presenters	5000.00
	B. Noon time meal	1800.00
	C. Evening meal prepared by students	2500.00
	D. Flowers	300.00
	E. Theme pins and stickers	
III.	Related expenses	
	A. Supplies (beyond expenses in existing budget)	250.00
	B. Video Tapes	500.00
	C. Lighting and Sound	400.00
	D. Technical Director	475.00
	E. Programs	900.00
	F. Miscellaneous	300.00
Total		$19050.00

All figures are approximate and reflect calculations as of early November 1988.

FOCUS: SOVIET UNION COMMITTEE

February 16, 1989 Agenda

A. "Focus" day schedule review and reports

1. Wednesday, March 8, 1989
   a. Student performances-band, chorus, Sophomore English
      Sister-city video
   b. Sound and lighting - Jim/Jake
   c. Trouble shoot

2. Thurday, March 9, 1989
   a. John Fontana and Eve Bither - Jake
   b. Jane Smith - Barbara Simpson
   c. Portland String Quartet - Lee
   d. Trouble shoot

3. Friday, March 10, 1989
   a. Student registration/Adult registration - Marilyn Winslow
   b. Assembly program - Jake/Peter Haggerty
   c. Morning and afternoon seminars - Jake
   d. Portland Ballet - Jan Wilk
   e. Soviet student panel discussion - Kevin Hancock
   f. Russian noon meal - Tony Winslow
   g. Russian dinner - Shirley
   h. Maine Balalaikas - Jan/Jake
   i. Sebago-Long Lake Chamber Music - Jake/Jim
   j. Evening panel discussion - Jake
   k. Reception - Barbara
   l. Soviet memorabilia display - Shirley
   m. Trouble shoot

4. Saturday, March 11, 1989

   a. Surry Opera Company - Peter/Lee
      1. Housing
      2. Rehearsal schedule
      3. Student participation

B. Related Issues and events

1. T-shirts - Kim McHatton
2. Programs - Jim/Jake
3. Grants - Lee/Jake
4. Financial report - Jake
5. Press coverage - Mike/Jake
6. Facilities use - Peter/Jake
7. Russian Literature and Student Council
8. ID system

MINUTES OF THE MEETING
FOCUS: SOVIET UNION COMMITTEE
February 16, 1989

Members present: J. Laferriere, P. Dawson, M. Winslow, T. Winslow, K. McHatton, C. Chevalier, J. Wilk, M. Corrigan, B. Simpson, S. Ball

Guests: Peter Hagerty, Les Harris

Russian Meal-Les Harris, Culinary Arts instructor, related information concerning the Russian meal and described the memo to the members of the committee.

Menu: Sirloin strip w/crabmeat stuffing, madeira sauce
Belgian carrots w/tarragon
Potato Moscow, baked in butter, topped w/sour cream and caviar
Tomato crowns, baked, topped w/bread crumbs and parmesan cheese
Cabbage soup
Bread, sm individual loaves of rye, wheat, pumpernickel
Choc. hazelnut cheesecake, w/amaretto whipped cream & cherry

The CA students will prepare 300 meals at a cost of $5.25 per plate. An additional $250.0 is needed to cover the cost of table covering, table service, and table garnish (sugar, cream, butter, etc.). Beverages will be supplied by Shirley and Jake.

Servers will be needed for the meal; we'll seek help from NHS, AFS, and Voc. Student Council members. Set for the meal will begin at 2:00 or as soon as the cafeteria is available after the noon meal. Table decorations and flowers will be handled by Barbara Moore and Nancy Hiscock. A few balalaika players will stroll the cafeteria during the meal. The cafeteria will be closed off until around 5:00 to allow for set up.

Video exchange - If Jake cannot obtain a wide screen video projector from USM for the video exchange, he will rent one for the day for $85.

Sound and lighting - Some special lights may be rented for the house. Two sound run-throughs will be done on Monday and Tuesday of Focus Week.

Ballet - There will be a donation box at the entrance for all performances; volunteers are needed for this. Work on the stage background is being done by Patsy Feero, Neal Snow, Clancy Kenniston and John Fitzgerald. The Ballet will need to mark the floor the day of the performance. They are also in need of a fica tree to be used as a prop; someone will ask Taylor's Florist. Jake and Jim will come to an agreement on the backdrop after finding out the needs of the Ballet Company.

String Quartet - The Portland String Quartet plans two workshops at the junior high and the high school. Funding may be available through a performance fund at the jr. high school.

Registration - A strong adult registration has not been received yet. Only 65 have registered to date with a total of $692 in receipts. Oxford Hills, Gray/NG, Waynflete, Winslow and Rumford high schools have all requested to send a group of students for Friday's seminars. It was decided by the committee to allow outside groups in beginning at 1:00. It was also decided to print a registration form in the Bridgton News.

Assembly program - The assembly program which includes Peter Hagerty will start Friday's events and will begin at Approx. 7:50 and run for an hour.

A. Gift from sister school - B. Short part of video - C. Sheep Shearing

Peter Hagerty - Suggestions: Live phone call to the USSR, Medicine, Fashion Books, Video to run near shearing, child care, major network press coverage well planned, afternoon presentation Soviet/American work camp opportunities, panel discussion with relaxed tones, looms, spinning wheels, sheep pen, weaving a gift to be presented to sister school. It was then suggested by Peter Dawson that the woven gift could perhaps be a scarf woven in such a way that it could be cut in half with 1/2 going to Novosibirsk and 1/2 remaining at LRHS. Peter also mentioned the possibility of a protest demonstration occurring and how to deal with it. It was decided to review a plan for this with Mr. James. Idea for a fund raising and contact of travel agents for money raising ideas.

Peace Pops - $1000.00 worth of "Peace Pops" will be received from Ben & Jerry's and served at the noon meal Friday.

Surry Opera - The Surry Opera is involving about 26 students from LRHS with Priscilla Delehanty's help. Housing for approximately 60 members will be needed. A notice will be placed in the Bridgton News.

T-Shirts - Twenty have been sold to date.

Programs - Jake and Jim are trying to get Coca Cola to sponsor the programs. There will be one program to cover all events for the entire week.

Reception - The reception for presenters will be held at the Inn at Long Lake, Naples, Saturday, at 10:00 p.m. It was decided that there would be no alcohol. Hors d'oeurves will be arranged by Mary Hubka and Nancy Hiscock. Extras remaining from the Russian meal will also be used.

Memorabilia display - Jake and Shirley received a box containing a variety of Russian "artifacts" from Deborah Vose in Moscow. All articles will be labeled and displayed in the LRHS library Friday and Saturday.

Media - The need for a press liaison person whose only responsibility is to work with the press was discussed. It was suggested that Frank Miller, Jim Durrell, and perhaps Cal Chaplin would be an excellent committee to handle this job. A press packet containing presenter biographies would be compiled and given to reporters at a designated "media event".

PS - This meeting was very lengthy with a great amount of ground covered. These minutes only cover a portion of that ground, but hopefully I have not left out a major point. One thing that I forgot to mention is that M'Lou Terry from Perrenial Point of View is donating the floral arrangements that will be table displays as well as gifts to presenters. M'Lou indicated that she would research Russian floral design in order to give us the best display possible. This much commitment from a community member certainly deserves mention.

Next meeting - March 2, 1989, Thursday, 3:30 p.m., LRHS library. Refreshemnts will be available.

January 4, 1989

Mr. John Evans
Deputy Director of
Office of Soviet Union Affairs
2201 C Street NW
Washington, DC 20520

Dear Mr. Evans:

Thank you for expressing such an enthusiastic interest in our International Education Day - Focus: Soviet Union project. The students, staff and community members of our school district are very excited about the diverse program that we will be offering in March 1989. We especially look forward to your appearance here at our school as part of a panel which will explore the new and emerging relationships between the Soviet Union and the United States.

Enclosed please find a copy of our recently published brochure about our International Education Day - Focus: Soviet Union. I am also including an informational letter which will give you many of the details regarding our project.

Though Friday, March 10, 1989 is the most comprehensive day of Focus: Soviet Union activities, we have expanded our program to include four days of events that feature a broad range of Soviet culture. As a United States Department of Soviet Affairs representative, we would like to have you appear on a panel with Senator Bill Cohen, perhaps a representative from the Moscow embassy, Mr. Ben Cohen of Ben and Jerry's Ice Cream fame and a Portland, Maine native, Senator Tom Andrews. The panel presentation will take place on Friday, March 10, 1989 at approximately 9:00 p.m. following a presentation of some Russian music. We still await confirmation from Senator Cohen but his office has expressed a serious interest in our project and only future conflicts will prevent him from appearing.

Please come and join us in all of the exciting International Education seminars at Lake Region High School on March 10, 1989. A very good bed and breakfast in Bridgton, Maine called "The Noble House" has generously offered to host you for as long as you would like to visit our community. In addition, many local residents and Lake Region High School staff members have offered to open their homes to officials attending our seminar. Please accept this friendly invitation from the folks in southern Maine who are anxious to sponsor the global education event.

Again Mr. Evans, we are very happy that you will be joining us in our venture to improve global education and understanding. I look forward to talking with you in the future.

Sincerely yours,

Jake Laferriere
Work (207) 647-8433
Home (207) 647-2118

mw

February 6, 1989

{1}
{2}
{3}
{4}

Dear {5}

Final plans for "International Education Day-Focus: Soviet Union" are now taking shape. In this mailing, we are attempting to confirm your interest to participate as a presenter and to furnish the information which may be helpful to you in planning your participation. Your willingness to share your ideas thus far has been an inspiration to us and has helped the basic idea to grow into a multi-faceted program.

Enclosed, please find a "Focus: Soviet Union" brochure which includes the overall schedule for the four days, March 8-March 11. Also included is a schedule of activities for March 10, the major day of presentations. We have highlighted the programs you have agreed to present. We have done our best to offer brief but general descriptions of each presentation. We have reminded students of the need for flexibility in planning an event such as this, so feel free to vary your topic in minor ways. If you feel uncomfortable with the description, please contact us as quickly as possible.

We have also included a map to Lake Region High School, a biographical sheet to be completed and returned in the enclosed envelope to Lake Region, some brief suggestions to be considered in planning your presentation, and a registration form for the Russian meal to be served on Friday, March 10 at 5:30 p.m. Please return this meal registration form and biographical information by February 17, 1989.

We would like to invite you to attend any of the events which interest you. There will be no costs for any events to people who are presenting programs.

We are looking forward to this program with a great deal of excitement and thank you for your participation. Please contact us with any questions or concerns.

An honorarium of $50.00 will be given for the first presentation, $100.00 for two or more presentations, plus $25.00 travel expenses outside the S.A.D. #61 area.

Your presentation and time is as follows:

(6)
(7)

(8)
(9)

(10)
(11)

(12)
(13)

Sincerely yours,

Jake Laferriere
International Education Day
Home (207)647-2118
Work (207)693-6221

December 21, 1988
First day of Winter
10 Degrees C

Dear Friends,

I am very happy to have this opportunity to introduce myself and my American high school students to all of you!

My name is Mr. Jake Laferriere. I have been teaching high school English in the United States for 15 years. I have lived in the state of Maine for 13 years and I teach grades 9 through 12 in this school, Lake Region High School. Our school is composed of 600 students and 47 teachers. We are located in the southwestern corner of the state of Maine in the town of Naples.

My tenth grade English students are very excited about sharing with you the materials enclosed in this letter. These twelve students have worked four weeks to produce a collection of things from Maine and from our school which will help you to understand us and our culture. All of the material was prepared by my 12 students and we want you to share the letters, the projects and the gifts. Enclosed in the package you will also find photographs of all of the students in my class and a picture of myself with my son Dustin.

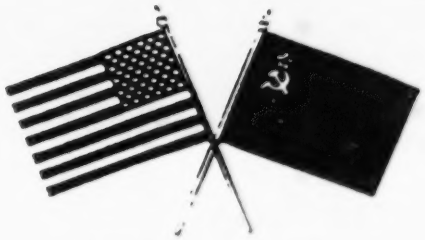
Later this school year in the month of March all of the 600 students in our school will be participating in an International Education Day which will focus on the culture and the people of the Soviet Union. Many experts from around the United States will be coming to Lake Region High School to talk about the Soviet people and their ways of life. We do hope that you will be able to send back with our ambassador, Laurence Eubank, some information about your class, your school, your city and your country. We hope that any material that you send to us through Mr. Eubank or via the mail can be used on our special day in March to help the students, teachers and community members of the Lake Region area to better understand our friends in the Soviet Union.

We extend our hands to all of you in friendship on this first occasion of the exchange of best wishes. Perhaps in time we can set up a sister school relationship with your school. And maybe one day in the future some of you can visit us here in Maine for a few weeks and in return some of us might visit your wonderful country and your school.

Please welcome Mr. Laurence Eubank into your school as our representative of good will and friendship. We look forward to the excitement of mutual relations.

Thank you,

Your Friend in Maine, USA
Mr. Jake Laferriere



МИР НА ЗЕМЛЕ
PEACE ON EARTH

21ое декабря 1988 г.
первый день зимы
10 градусов по Цельсию

Дорогие друзья!

Я очень рад возможности предъставить себя и моих американских учащихся.

Меня зовут Господин Джейк Лаферриэр. Я уже 16 лет преподаю английский язык и литературу в средней школе. Я живу здесь в этом штате Мэне уже 13 лет, и преподаю 9, 10, 11 и 12 классов в этой школе, которая называется Средняя Школа Района Озер. В нашей школе учится 600 учащихся и преподает 47 учителей. Наша школа находится в южно-западной части штата Мэна в городке Нейпльсе.

Учащиеся в десятом классе, которые занимаются у меня английским языком, с энтузиазмом делятся с вами вложенными в письмо материалами. Эти учащиеся четыре недели собирали вещи из Мэна и из нашей школы, которые вам помогут понимать нас и нашу культуру. Все материалы были приготовленны моими учениками, и мы хотим, чтобы вы поделили письма, работы и подарки. Вы найдете в письме и фотографии всех учащихся этого курса и мою фотографию вместе с сыном Дэстином.

Позже в учебном году в месяце марте все 600 учащихся будут принимать участие во "Дне международного образования", в который мы будем сосредоточивать внимание на культуру и народов СССР. Много специалистов из разных районов США приедут в нашу школу говорить о Советском народе и о вашем образе жизни. Мы очень надеемся, что вы сможете послать через посредство Лауренса Юбанкса сведения о вашем классе, о вашей школе, о вашем городе и о вашей стране. Мы надеемся, что любой материал, который вы пошлете нам или через посредство Господина Юбанкса или по почте окажется подходящим для данного случая в марте и поможет учащимся, учителям и обществу лучше понимать наших друзей в СССР.

Мы посылаем всем вам добрые пожелания в знак дружбы в этот первый случай обмена сведений. Может быть с временем мы сможем вступить в побратимство с вашей школой. И может быть в будущем некоторые из вас смогут приехать к нам в Мэн на несколько недель, и в обмен некоторые из нас поехали бы в вашу прекрасную страну и вашу школу.

Пожалуйста, радушно принимайте Господина Юбанкса в вашу школу как нашего представителя доброжелательности и дружбы. Мы ожидаем с удовольствием и волнением взаимоотношений с вами.

С благодарностью,

Ваш друг в Мэне, США
Господин Джейк Лаферриэр

Name_____Homeroom_____Grade_____

Please mark your first choice for each time period with a 1 and your second choice with a 2. All students will attend a general first period assembly. From the five remaining periods, you should select four workshops. Either fourth or fifth period should be scheduled for lunch/exhibit study.

1st Period: (8:00 - 8:55 a.m.)
General Assembly in Lecture Hall for all students

2nd Period: (9:00 - 9:55) The following workshops will be offered:

___Russian Foods & Russian Holidays #37 - Lecture Hall
___Russian Space Program #20 - E2
___Sports in the USSR #21 - GYM
___Military in the USSR #22 - SS1
___VCR Presentations #2 - M1 and M2
___Introduction to Russian Language #16 - FL1 and FL2
___A Tourist in the USSR #5 - E4
___Human Rights in the USSR #24 - E1
___History of Rock & Roll in Russia #39 - MR

3rd Period: (10:00 - 10:55) The following workshops will be offered:

___A Day at School in Moscow #19 - Lecture Hall
___Russian Space Program #20 - E2
___Sports in the USSR #21 - Gym
___Fashion in the USSR #28 - SS1
___VCR Presentations #2 - M1 and M2
___Introduction to Russian Language #16 - FL1
___Modern Art & Architecture in Russia #15 - E1
___Glasnost at LRHS #34 - S1
___Traveling in Russia #25 - S3
___Preparing for a Trip to the USSR #27 - SS3
___Pop Culture, Poetry/Lyrics of Rock & Roll #42 - MR
___Russian Egg Painting #10 - ART

4th Period: (11:00 - 11:55) The following workshops will be offered:

___Russian Lunch/Exhibit
___Russian Foods & Russian Holidays #37 - Lecture Hall
___Fashion in the USSR #28 - SS1
___VCR Presentations #2 - M1 and M2
___Introduction to Russian Language #16 - FL1 and FL2
___A Tourist in the USSR #5 - E4
___Human Rights in the USSR #24 - E1
___Russian History/After the Revolution #3 - S1
___Rich History in Russian Literature #12 - BE4
___News Media in the USSR #35 - S3
___Russian Folk Music #4 - MR
___Russian Egg Paintin #10 - ART
___America Viewed by Russians #26 - SS3

Continued on reverse side...

5th Period: (12:00 - 12:55) The following workshops will be offered:

___Russian Lunch/Exhibit
___Russian Foods & Russian Holidays #37 - LH
___Military in the USSR #22 - SS1
___VCR Presentations #2 - M1 and M2
___Introduction to Russian Language #16 - FL1
___Science & Progress in the USSR #14 - E4
___Modern Art & Architecture in Russia #15 - E1
___Eastern Europe/Post World War II Era #11 - S1
___Geographical Features of the USSR #38 - SS3
___Education in Russia #9 - S3
___Russian Music, A Close Look #32 - MR

6th Period: (1:00 - 1:55) The following workshops will be offered:

___A Day at School in Moscow #19 - Lecture Hall
___The Role of Women in the USSR #30 - E2
___Sports in the USSR #21 - Gym
___Military in the USSR #22 - SS1
___VCR Presentations #2 - M1 and M2
___Russian History/Folklore #1 - MR
___Introduction to Russian Language #16 - FL1 and FL2
___Science & Progress in the USSR #14 - E4
___Is the Cold War Really Over? #43 - S1
___Educators for Social Responsibility #7 - BE4
___Russian/American Orthodox Church #8 - SS3
___Education in Russia #9 - S3
___Soviet Legal System #36 - E1
___Raising of Children in the USSR #31 - MR
___Russian Egg Painting #10 - ART

BE SURE YOU HAVE ALLOWED EITHER 4TH OR 5TH PERIOD FOR LUNCH/EXHIBIT!

LAKE REGION HIGH SCHOOL
ROUTE 302
BRIDGTON, MAINE 04009
[illegible]

FOCUS: SOVIET UNION
LAKE REGION HIGH SCHOOL

PRESS RELEASE
FOCUS: SOVIET UNION
March 8-11

Putting together the details of this week's four-day symposium on Soviet culture, economics, and politics has kept Lake Region faculty, staff, and community volunteers busy. In fact six months worth of meetings, appointments, telephone calls, grant applications, and mailings-designed to smooth the transition of one hundred invited presenters, panelists and performers, in addition to a like number of student performers and staff - have insured what the public should find to be a worthwhile and memorable experience. Hosting large public service events is something school officials have some experience with, having been the site for Department of Energy hearings on nuclear waste, which drew more than 2000 residents for an all-night exercise in democracy-populist style. Focus: Soviet Union has designs for a comparatively intimate audience, up to 500 per day.

Details that event chairperson Jake Laferriere and Assistant Principal Pete Dawson have arranged vary from housing the 60-person Surry Opera Company which performs Saturday, March 11, to tracking Senator William Cohen who appears as a panelist on Friday, March 10. Arranging for knowledgeable Soviet representation at the first International Education Day at Lake Region has ben complicated by diplomatic restrictions which limit travel by certain Soviet officials in Cumberland County. Portunately a number of Maine and New England residents have been active in opening doors to the Soviet Union, and will appear at Focus: Soviet Union to share their experience including: Kezar Falls businessman Peter Hagerty; Jane Smith, mother of the late Samantha Smith; and Vermont entrepreneur Ben Cohen. Cohen is co-founder of Ben & Jerry's Ice Cream which was among the original group of 26 American companies to propose joint business ventures with the Soviet Union. Cohen suggests, "The more contact we can have between the two countries, the better relations will be. It's the citizens of these two countries who will bring our countries together, not the politicians."

Whether we like it or not, U.S. and Soviet relations are entering a period of change. Focus: Soviet Union was not planned to judge or evaluate potential change, but rather to offer local students and the community the opportunity to gain a better understanding of the USSR: its people, its multiple cultures, its language, its folklore.

The public is invited to participate in four evenings of events which include such notable performers as the Portland String Quartet, The Portland Ballet, and the Sebago-Long Lake String Quartet. Sebago-Long Lake first violinist Paul Wolfe, long-time summer resident of Bridgton, takes leave of his winter duties as conductor and music director of The Florida West Coast Symphony Orchestra to make a special appearance for the Focus: Soviet Union program on Friday, March 10. If one can leave the office early on Friday, activities begin at 1:00 PM when a selection of thirty workshops are offered including: Introduction to Russian Language; Is the Cold War Really Over?; Soviet Legal System; Russian Egg Painting; Soviet Students Panel Discussion; and Jewish Religion in the Soviet Union.

A Russian dinner is on tap for Friday evening between events, catered by Lake Region Vocational Center's Culinary Arts class. Cost for Friday's ten hours of activities (including dinner) is $16., $13. for students. Local businesses, grants, sponsors, and a commitment to community education help to make the program affordable to a wide range of residents. A brochure listing specific times and dates is available in the Guidance Office of Lake Region High School and additional information can be obtained by calling Marilyn Winslow at LRHS (207-693-6221).

Being innovative, taking risks, challenging high school students and the community has been one of the goals of the Focus: Soviet Union Steering Committee. Comprised of teachers, administrators, staff members, students, and community members, the committee has developed a program which includes all 600 Lake Region High School students in at least one day of the program's activities. Regular classes will be postponed on Friday, March 10 in order that students attend self-selected presentations. This means in effect employing an entirely new faculty who will work side-by-side Lake Region's regular component of forty professional educators. Visiting educators will arrive from as close as the University of Southern Maine to as far as Boston and California. Lake Region High School Principal Peter James views the program as, "the kind of educational opportunity and challenge which can make a difference in a student's academic and career choices, being exposed to a wider world than today's sometimes narrow day-to-day decisions. If we're going to broaden the aspirations of Maine children, we have to let them see that other cultures have different needs, different expectations. Broadening the base of public education is every bit as important to the future of Maine students as improving their basic skills."

Focus: Soviet Union chairperson Laferriere welcomes donations from business and private citizens to help in funding this and future International Education Day Programs. He hopes that the program will become 100% self-sufficient, sparing taxpayers of additional costs, while enhancing the quality of public education for the entire community. "Moving the American model of a free public education back to the prominence it once held is not an unattainable task", says Laferriere, "it takes a commitment to the future which we in the present need to stand behind every dawgone day of the week." He may be absolutely right.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991